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CURRENT OPPORTUNITIES FOR THE DEVELOPMENT OF SECONDARY SCHOOLS AND PROFESSIONAL EDUCATION INTEGRATION ON THE BASIS OF SOCIAL PARTNERSHIP

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Annotation: The article discusses the possibilities of developing the integration of secondary schools and vocational education on the basis of today's social partnership. Theoretical views on this subject are summarized. Proved on the basis of examples.

Keywords: pedagogy, social partnership, cognitive competence, value, integration

At the initiative of the President of the Republic of Uzbekistan, the Resolution of the Republic of Uzbekistan "On Social Partnership" was adopted. - Cooperation in the development and implementation of legal documents and laws affecting the rights and legitimate interests of citizens.

Today in our country the development of secondary schools on the basis of social partnership and the development of vocational education on the basis of world experience, including on the basis of information and communication. Modernization of education is carried out in the system of individualization and development of interrelated areas of practice - the orientation of education, the integration of secondary schools and levels of vocational education.

Socio-economic development requires the search for new solutions aimed at increasing the effectiveness of education. Today, the priorities of secondary schools and vocational education have changed. The continuity of the education system and the development of integration processes in education now determine the quality of education and the high level of training of graduates. Due to modern trends in the development of education, one of the priorities is the integration of various components of educational content:

- ✓ cognitive competence, including the cognitive component of the outcome of the learning process;
- ✓ development of emotional values, including the position of "I - myself", "I - others", worldview, professional and personal values;
- ✓ creative competencies that reflect the ability to creatively approach the assigned tasks, to act independently in non-standard situations, to develop personally and professionally;
- ✓ Behavioral competence as a rule for the adoption and observance of certain rules of conduct in professional activities and in public life;
- ✓ components of the education system at different levels of the educational process (goals, objectives, forms, methods, teaching aids, teacher, students, learning outcomes).

The concept of integration (Latin "resurrection" - restoration, replenishment) means "the state of the whole connection of individual stratified parts and functions of the system, as well as the process that leads to such a state."

Given the need to conduct a theoretical analysis of the integration of secondary schools and vocational education, it is advisable to expand the concepts of "pedagogical integration" and "educational integration" in more detail.

The analysis of the following research allows us to identify four stages in the formation of ideas about the concept of "pedagogical integration".

The first stage: 1920-1940, when the concept of the development of school activities was published in the book "School and Society" by philosopher John Dewey in 1899. This book promotes the collaboration of education, work and play activities as the basis of child development.

Beginning in the 1960s, the second phase of the formation of ideas about pedagogical integration began, which was based on an interconnected league of science and professional knowledge. Today, the term "interdisciplinary communication" in pedagogy has been revised, resulting in the emergence of the term integration.

Stages of formation of ideas about the concept of "pedagogical integration"

Phase 1	Phase 2	Phase 3	Phase 4
The development of the labor school in the 1920s and 1940s served as the basis for the development of the child through educational, labor, and play activities.	The emergence of ideas in the years of pedagogical integration, the interdependence of science and vocational education (1960 - 1970).	The main stage. Active integration of pedagogy into the system of related disciplines, differentiation of knowledge by levels. The emergence of dissertations, monographs and scientific articles on the problems of pedagogical integration.)	Modern trends in world education, the solution of practical tasks, the relevance of the competencies formed in the audience to modern students (from 2010 to the present)

The third stage of the formation of ideas about pedagogical integration (since the 1980s) can be called fundametal. Active integration of pedagogy into the system of related sciences, differentiation of knowledge by levels. In the third stage, monographs, dissertations and scientific articles on the problems of pedagogy (M.P. Arkhipova, M.N. Berulava, L.A. Volovich, A.Ya. Danilyuk) appeared in the research of such authors. as a principle of improvement, secondly as a process of development, thirdly as a result of the integration of scientific knowledge:

- The science of pedagogy as a principle of improving pedagogical integration, which reflects the characteristics of the current stage of development of pedagogical science and guarantees the achievement of higher positive results in scientific and practical activities, subject to its implementation;
- Establishing direct links between the object as a process of development of pedagogical integration and creating a new integrated system in accordance with the intended result;
- As a result of the integration of scientific knowledge, pedagogical integration is a form of integrated knowledge presentation (can act as a form of integrated programs).

The fourth stage identifies current trends in pedagogical integration in education on an international scale, aimed at solving practical problems, harmonizing the competencies formed in students with modern students and students. Defines current trends of pedagogical integration at the present stage. The high level of development of these views and the existence of an integrated pedagogical concept, characterized by the presence of a sufficiently developed system of morphological and functional indicators. O.N.Volik, A.Ya.Danilyuk, O.P.Kubasov, A.N.Leybovich, N.V.Medvedeva, G.V.Mukhametzyanova, O.N.Oleynikova, N.G.Khudoliy, NK Chapaevs conducted research.

Formation and development of pedagogical integration, identification of its laws and morphological features, as well as consideration of general theoretical issues of integration, such as integration and study of pedagogical processes, logical methods of studying integration processes in pedagogy, the main factors of pedagogical integration processes. Pedagogical integration provides a systematic view of the morphology and functions of pedagogical integration, pedagogical integration.

Summarizing the existing ideas, in our study we define the concept of "pedagogical integration" as a process of harmony and continuity of educational content components (cognitive competence, formation of emotional-value relations, creative competence, behavioral competence) and components of the education system at different levels of education (goals, objectives , forms, methods, teaching aids, teachers, learning outcomes).

Pedagogical patterns are the basis of the difference between empirical and theoretical development of pedagogical integration.

The role of the general pattern of pedagogical integration in his research MN Berulava "Interdependence of integration processes in the field of scientific knowledge, technology, production, society in general and integrative-pedagogical processes. is the relationship between the development of the integration trend"

By defining the concept and general laws of pedagogical integration, we can consider the concept of "integration in education" and the functions of integration in education.

According to NK Chapaev, integration in education is defined as a special form and special methodology of pedagogical outlook.

Integration in education is the basis for the organization of the educational process focused on the practice of general education and vocational education.

The literature on the role of integration in education was analyzed and the following key functions performed by integration were identified.

- methodological - provides students with a holistic view of the world, which is closely connected with the formative and basic functions;
- educational - forms the cognitive competence of listeners;
- Educational - forms a holistic system of behavior stereotypes and behavior that prevails in society, a system of moral guidelines and values;
- Developer - the development of individual potential of students, the implementation of their personal and professional development;
- Systematic teaching - an integral direction of the content, methods and forms of education.

In the process of innovative development, the establishment of a multi-level system of training in our country, which provides diversity of individual areas of development of students, is of particular importance.

It can be seen from the analysis that pedagogical integration allows to clarify the content of education and the components of the education system at different stages of education and to define it as a continuous process. Integration in education is the basis for building a practice-oriented learning process in secondary schools and the vocational education system.

The organization of the educational process is directly related to the principle of continuity, the problem of continuity becomes the problem of continuing education, where integration processes are clearly observed content, form, methods, methods of learning. - production "leads to the creation of a new vector for the development of relations.

Thus, the integration of general education and vocational education represents a new system of education focused on new educational practices. At the same time, it focuses on "the integration of secondary schools and vocational education, which are the main areas of integration of science, technology and industry."

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